



## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

<u>1</u>	Elementary schools (includes K-8)
<u>1</u>	Middle/Junior high schools
<u>1</u>	High schools
<u>    </u>	K-12 schools
<u><b>3</b></u>	<b>TOTAL</b>

2. District Per Pupil Expenditure: 8861

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☒ Small city or town in a rural area  
☐ Rural

4. 2 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	1	2	3	6	5	14	19
K	10	5	15	7	7	4	11
1	4	7	11	8	7	8	15
2	9	8	17	9	12	7	19
3	5	12	17	10	11	3	14
4	3	6	9	11	9	12	21
5	3	6	9	12	8	9	17
TOTAL STUDENTS IN THE APPLYING SCHOOL							197

6. Racial/ethnic composition of the school: 5 % American Indian or Alaska Native  
0 % Asian  
0 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
91 % White  
3 % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 3 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1.	201
(5)	Total transferred students in row (3) divided by total students in row (4).	0.035
(6)	Amount in row (5) multiplied by 100.	3.483

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 62 %

Total number students who qualify: 123

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16 %

Total Number of Students Served: 32

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>23</u>	<u>2</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>7</u>	<u>0</u>
Total number	<u>42</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 8 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	96%	97%	97%	97%
Daily teacher attendance	95%	93%	95%	95%	96%
Teacher turnover rate	3%	8%	8%	3%	3%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Our teacher turnover is not as bad as the percentages show. We have staffed 23 teachers pk-12 over those years. So, the 3% is really 1 teacher and the 8% is 2 teachers. The average years of service for our teachers is 16 years. We have one that is in her 49th year and still is a top notch teacher.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	14	
Enrolled in a 4-year college or university	36	%
Enrolled in a community college	0	%
Enrolled in vocational training	57	%
Found employment	7	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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The Burke School District 26-2 will provide an educational environment that promotes and enhances learning as a lifelong endeavor. In addition, the district believes that education is not just the development and refinement of mental capacity, but a process that assists the students in meeting their physical, social, aesthetic, and emotional requirements.

The School District will strive to provide stimulations and assistance so the children develop in accordance to abilities, interests and potential. The responsibility of the school, therefore, is to help guide the individual in the varied educational experiences so that they can develop into a wholesome, happy and productive human being.

The traditions are strong in this small community. Each summer the school puts on an all-school reunion. It is called Dog Days. The Burke mascot was a Bulldog. We coop sports with another school so we are now called the Cougars. The people in the town support the Cougar name. The old timers still talk bulldogs but love the school no matter what the name is called. The Dog Days celebration is a three day event that honors alumni with dances, programs, parades and children activities.

The First Fidelity Bank provides scholarships to Seniors who go on to post high school education. Elementary students provide musical entertainment to elderly housing and assisted living. The elderly collect and donate school supplies for students that cannot provide their own. The hospital has free CPR and defibrillation training for staff.

The Burke Middle School has a wax museum project that they present every December. Students choose a person from the past who is no longer living. They research their 'person', write an autobiography of that person, memorize their life story, then present it to the public as a fundraiser for different charities. Each student portrays their character through appearance and story. On the day of the Wax Museum, students spend the afternoon as wax figures who come to life when a donation has been placed at their site of particular character. In the past donations have gone to Gregory County Food Bank, Gregory County Shelter, Burke Hospital, Burke Ambulance/Fire department, Katrina Fund and Gregory County Hope Society.

I really think that the Burke School District is doing everything right when it comes to our childrens education. The town, teachers and administration all work hard to make it a special place. We will represent the Blue Ribbon School with pride and excellence.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

<https://nclb.ddncampus.net/nclb/portal/portal.xml?&extractID=11>

[www.doe.sd.gov/](http://www.doe.sd.gov/)

The performance descriptors are organized into achievement levels. These achievement levels describe how a student at that level would be expected to perform the grade level standards. To identify increasing proficiency, the levels are labeled as follows:

Advanced:

- A student performing at the advanced level exceeds expectations for that grade level. The student is able to perform the content standards for the grade at a high level of difficulty, complexity, or fluency.

Proficient:

- A student performing at the proficient level meets expectations for that grade level. The student is able to perform the content standards for the grade at the level of difficulty, complexity, or fluency specified by the standards.

Basic:

- A student performing at the basic level performs below expectations for that grade level. The student is able to perform some of the content standards for the grade below the level of difficulty, complexity, or fluency specified by the grade level standards.

Below Basic:

- A student performing below the basic level is unable to perform the content standards for the grade, therefore, no description is provided for this achievement level. To be advanced in math a student must score between 668 to 793. To be proficient in math a student must score between 600 to 667

**Scaled Score**—A conversion of a student's raw score on a test or a version of the test to a common scale that allows for a numerical comparison between students.

**Raw Score**—This is the number of items that the student answered correctly for each content area. Many assessment professionals feel raw scores should not be interpreted in comparing student scores across content areas or across years because the difficulties of the items are not controlled for in these scores.

**Maximum Score**—This number reflects the total score that is possible if the student were to answer all questions correctly for each content area.



Achievement Level—Student performance is classified into four Achievement levels. The score ranges for a respective achievement level vary by subject area and grade level. These score ranges are indicated within the subject and represent the range of the scores pertaining to each achievement level: Advanced, Proficient, Basic, and Below Basic.

Burkes' math scores have stayed on an even keel until we hired a new math teacher. This new teacher has done a wonderful job of teaching math to our high school students. Burke is a small high school with on ave. 70 per year. The percentage of students that were advanced and proficient go as followed. 2005-85%(13)737, 2006-58%(18)734, 2007-50%(12)715, 2008-64%(14)734, 2009-74%(17)729. The number of students tested are in parenthesis. The class raw score behind the number of students tested

The state average of students that meet the advanced and proficient are as followed. 2005-75%, 2006-65%, 2007-65%, 2008-66%, 2009-75%. As you can see our numbers are around the state ave., because of our small class size the percentages can sway very heavily one way or another when it comes time to test. As you can see the last two years have been a big improvement from the 06 and 07 years. That is because our math teacher has students when they start out in algebra I and continues when or if they take Calculus.

The percentage of students that were advanced and proficient in reading are as followed. 2005-85%(13)751, 2006-69%(18)745, 2007-67%(12)725, 2008-78%(14)734, 2009-78%(17)729. The state ave. in reading is this. 2005-80%, 2006-73%, 2007-70%, 2008-69%, 2009-75%. As you can see our percent of students that are advanced and proficient are at or above state average

## **2. Using Assessment Results:**

The Burke School District had a two-day data retreat in-service over our test scores. At that time the administration put together a leadership team consisting of Burke School District teachers from all levels. We set test score goals for next. The district staff meets twice a month to collaborate on many topics. The topics being talked about and worked on in the classroom are Blooms, Achievement Series, Testing and Curriculum mapping. These are all things that the staff is doing, but Burke is stepping it up a little each year. Our teachers read and study the data. They know what students needs are and they are working very hard to reach our goal.

## **3. Communicating Assessment Results:**

When the school district gets scores back for each student, they are sent out to them. During parent-teacher conferences the teachers and administration will provide any information the parents might have on the overall scores and their own child's scores. We will post our test results in the local newspaper, around town in public venues, and in the school buildings themselves. When we give the report to the paper, it is in depth and well defined. Burke is a small farm community of around 400 people. They are proud of their school and want to be well-informed. As a school district we are very open and honest and let the people know about what is going on in our school.

## **4. Sharing Success:**

The Burke School District is in an area that has multiply schools the same size but also a few that are twice as big. We want to be able to show case what we have done and how we do it to any of these schools or others not in our area. The staff we have here has an average of 18 years of teaching experience. To me it says that they are good at what they do and have the knowledge in the profession. The school can and will let staff go speak or have other's come in and see how we work.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Our Curriculum is standards based. We follow the National and State standards for all classes taught in the Burke School District. The classes are set up in block formation. They are 90 minutes long and there are four blocks per day. The students meet every other day for classes. Ex. Speech will be on MWF one week then T-TH next week. This system has given our teachers the ability to do so much more with the students. Projects, speakers, field trips, labs are just some of the extra things that can be done in the class. The core classes of Math, English, Science and Social Studies

The English program is made up of English I II II IV. English II is speech and literature. III is American Literature and composition IV is British Literature and composition II. The program itself is based on teaching literary elements in literature, and instructing students in writing techniques. Our writing program emphasizes the paragraph, the modes of writing and strict editing practices. Students in literature learn where the piece of literature they are studying fits into the overall history of the world. Then they learn to break out the literary techniques and elements from the piece and discuss them orally and in writing. South Dakota state standards are carefully monitored to keep our students in line with the goal

Burke High School offers seven different math courses. Algebra I and Acellus Algebra I, Geometry, Algebra II, Jr Math(Acellus), Pre-Calculus, and Calculus. The Algebra I Acellus is offered to students that need additional strenght in the subject. It is an online, self paced math program that has video instruction, and we have our Algebra teacher there also to teach the students lessons before they sign on. The Jr. Math Acellus is self-paced with the focus on preparing students for college Algebra.

The sciences that are offered are Biology, Physical Science, Human Anatomy, Physiology, Environmental Science, Chemistry I and II, Physics, and Space Science. All of these classes are lab and textbook based. They follow the state standards and are taught with a higher level of Blooms involved.

Social Sciences are as followed. American History-Civil War to Present, World History, World Geography, South Dakota History, US Government, and Current Events. The State of South Dakota only requires us to teach a half a year of US Government but we require a full year.

Burke High School only has Spanish I and II to offer in the building. Students can take other foreign languages on line. Spanish I looks into the culture of the Spanish speaking countries. Students learn basic words, and sentences as well as verbs tenses. Spanish II is a higher level in which the students who do well in this class should be able to test out of one or two semesters of college Spanish.

Instruction delivered is up to each teacher. I do require that the objectives are stated on the board and verbally for all students. The Primetime 1, Primetime 2, and downtime should be be properly done. Making sure students are getting the maximum use of the time spent in class. The teachers always have a bell rigner or set up. Closure and differentiation should be known also.

### 2b. (Secondary Schools) English:

(This question is for secondary schools only)

The Burke School District takes pride in the fact that our high school and middle school English curriculum is taught at a high level. Burke School District has made AYP(Annual Yearly Progress) from 2005 to the

present. The Dakota Step Test is the name of the test our students take. This is the NCLB test and our numbers are strong.

The school district has step up tutoring before and after school. It is free to all students requiring help in any subject. Also, the English department has a 25 book program that is through High Schools That Work. The students are required to read 25 books over the school year and report on them.

The English Program is based on teaching literary elements in literature, and instructing students in writing techniques. Our writing program emphasizes the paragraph, the modes of writing (narrative, descriptive, expository, and argumentative), and thorough editing practices. Students in literature learn where the piece of literature they are studying fits into the overall history of the world. Then they learn to break out the techniques and elements from the piece, and discuss them orally and in writing. South Dakota State Standards are carefully monitored to keep our students in line with state goals.

### **3. Additional Curriculum Area:**

The Burke School District is a strong promoter and leader in the use of technology in the school. We are setting up more Career and Technical Education (CTE) courses for our students. These courses are a wide range of offerings that will help a student grow academically and emotionally. They are set up to help students find a possible career and help them pick the right post high school setting for them. One part of the Missions Statements says, "The School District will strive to provide stimulations and assistance so the children develop in accordance to abilities, interests and potential." The administrators, faculty and staff do that for the students. We are creative in how we teach and what we use to teach with. It is helping our students grow.

### **4. Instructional Methods:**

Each of our teachers are required to list the differentiated instruction on their lesson plans. The reason is that I, the principal, look at the lesson plans weekly. I want to see what the teachers are doing for their students. Many times the teacher will adjust the wording or the amount of information for students. The students that need the most help are still taught the same standards and the same curriculum. The teachers make it so they can understand it better. Example, we have an Algebra I class that is computer based. The teacher will discuss information and the computer program will also have a person that goes over the lesson the student may be on. It is a work-at-your-own-pace math program. The teacher informs the students where they need to be by a certain date. The main subgroup we really have is Learning Impaired students. Students that don't qualify for an IEP. Those students also have the chance to go to the Title I teacher for extra help during study halls or before and after school.

### **5. Professional Development:**

At the beginning of each school year, the Burke School District brings in a certified Data Retreat specialist. This is a two day program that involves all the teachers K-12. We start by looking at test scores for each child. The teachers look at scores and the questions missed. They then put together a list of the standards and when they teach them. The teachers make note of it and then they work with other teachers to make sure there are no gaps in learning. The next day the presenter has us look over our class scores to see if they are moving up or down over the past five years. This is the teachers' way to see if it is a class problem or what needs to be done to fix it or get better. As a district we set aside two days a month for early outs. The early outs are one hour. This time the teachers will get together and collaborate on topics set up by the administration. The topics are Blooms, Achievement Series, and covering National and State Standards, making sure that there are no gaps in teaching. This lets teachers from the elementary all the way to the high school know what the others are teaching. Example, the science teachers get together and talk about when they teach reproduction

in plants and animals. They take it very seriously because the teachers know that the parents and students expect the best education they can get.

#### **6. School Leadership:**

The leadership in this school is a young one. The Superintendent and principal work together. They share ideas and thoughts on what can make the school the best learning environment possible. We make sure that the teachers are given the best opportunity to learn for themselves. Workshops and graduate classes are always offered to each teacher and para-professional in the district. We have set up policy to make our school safe. I brought in a professional to develop a lockdown procedure. It is used school wide and practiced multiple times a year.

The teachers in the district are good positive leaders also for the kids. They will stay after school and come in early to help students with work. We are small and that makes it feel like a family. We have helped students find places to live, work, and other social aspects. This may not be done at other schools, but here we take care and do what we have to help.

We have hired personal graduation coaches and hired personal tutors to get students caught up and on track to graduate. These have all been paid for by the school. We want our kids to be successful, and it is because we care.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Dakota Step

Edition/Publication Year: 2008-present /2004-2008

Publisher: Pearson / Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	76	50	50	66	84
% Advanced	0	14	0	5	30
Number of students tested	17	14	12	18	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	0	0
Percent of students alternatively assessed	0	0	11	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	64	76			
% Advanced	9	6			
Number of students tested	10	11			
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 11 Test: Dakota Step

Edition/Publication Year: 2008-present /2004-2008

Publisher: Pearson / Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	82	71	66	77	84
% Advanced	11	7	0	22	23
Number of students tested	17	14	12	18	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	0	0
Percent of students alternatively assessed	0	0	11	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	80	87		71	
% Advanced	19	13		14	
Number of students tested	13	12		12	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: